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ABSTRACT

This book asserts that under the right conditions multiliteracy can be developed and provides some of the tools and strategies to enable monolingual teachers to do so. The book is based on an in-depth longitudinal study of a first grade boy studying in a traditional English/Spanish bilingual classroom. The child's early literacy development is closely followed. The research goal is to show the complexity of a young student's multiliteracy development in the context of her daily life in which three languages are presented (English, Spanish, and Hebrew) in different formats, for different purposes and audiences. The goal is to show the pivotal role teachers play in multi-literacy development and to provide some of the tools they need to promote it. Theoretical and practical ideas on early literacy development in general and bi-literacy and multi-literacy in particular are discussed, the book hopes to challenge traditional ideas about bilingual and multilingual instruction. (Contains 39 references.) (KFT)